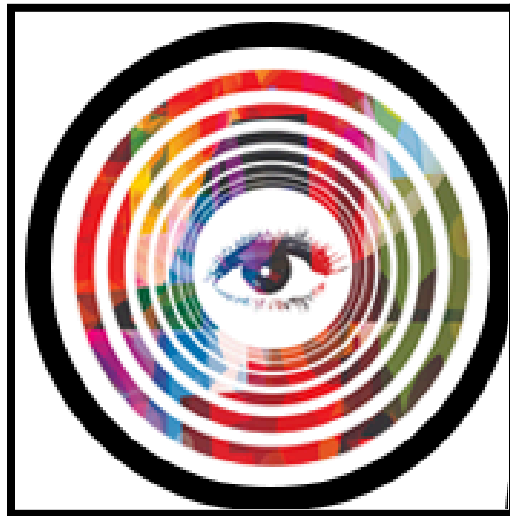




**Year 12 Course Induction
Booklet
2026-2028**



**Pearson BTEC Level 3
in Creative Digital Media
Production**

BTEC MEDIA **LEARNING AGREEMENT**

Requirements

All students will be expected to get to all lessons on time. In addition to this, you will be expected to complete other work in your own time. You will be required to hand in assignments no later than the end of day on the deadline date. You will also be expected to take full participation in practical group work and theory debate.

Class work

Lesson time will focus on covering the key aspects of each topic along with a couple of worked examples. There may be some class time dedicated to working through exercises, but it's likely that you will have completed the exercises at home or in your own time. The practical unit of work will require more student led input with time dedicated to team production meetings and production elements. The theory unit of work will be focused on theory and research should be undertaken to fully participate in these sessions.

Homework

You will be given assignments to complete in individual learning time, and revision tasks. These will be expected to be completed on time and assessed formally to enable effect revision and learning to take place.

Monitoring

You will be regularly assessed in the form of learning conversations, past papers, research assignments, critical debates, group and peer work, case studies, presentations, textual analysis etc. Students will be assessed in accordance with Pearson's marking criteria and assessment objectives.

Your target

We want you to achieve the highest possible grade and we will target you a grade that you can achieve, providing you follow the course requirements. This target grade will be based on your GCSE grade and our experience. We will discuss this grade with you and alter it over time if necessary. It is understood that many students will not have experience of Media Studies therefore regular assessment in the form of learning conversations will take place to enable individual targets to be set and reviewed.

Aims of the Film & Media Department

1. Every student who is taught by the Film & Media Studies Department is given the same learning opportunities as all other students.
2. Students are to be supported as best as can be with their learning development as Media Students.
3. Students are to be given a wide range of learning resources through booklets, ICT provision, group, paired and individual tasks that enable them to achieve to the highest level of their ability and enjoy their learning.
4. That every Media Student is given the opportunity to develop their Spiritual, Moral, Social and Cultural knowledge of the world and themselves.
5. To make all Media Students responsible creators of media and film productions.
6. To provide extra provision outside of lesson time for every student to help develop their work to the best level that is possible.

Absences

If you will not be attending college you must contact:
Sixth Form Admin on 0208 509 4268 by 8.40am on the day of absence.


Curriculum Overview Year 12 -Creative Media Production (BTEC 1.5 ALEVELS) Year 1

Holy Family Catholic School Curriculum Overview Year 12 – Creative Media Production (BTEC) Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Introduction to the subject</p> <p>Unit 4: Pre-Production Portfolio Assignment 1: Pre-production requirements, students will be understanding the requirements of pre- production requirements for a digital media product. Students will be marked and assessed against the P,M,D criteria</p> <p>Unit 1: Media Representations This unit is assessed through an examination onscreen set and marked by Pearson. The examination will last 2hrs and will consist of short- and long-answer questions. Learners will have access to the unseen media product(s) or extracts during the examination and will be able to engage independently with onscreen material. A01 Demonstrate knowledge and understanding of media terminology, semiotics, theories,concepts and messages.</p>	<p>http://www.creativeengland.co.uk/film-and-tv/production-funding</p> <p>Get funding and support BFI</p> <p>Download FREE Filmmaking Production Documents BTEC CDMP Unit 1 Media Representations Exam EXPLAINED!</p>
Half Term 2 (Nov-Dec)	<p>Unit 4: Pre-Production Portfolio</p> <p>Assignment 1: Pre-production requirements, students will be understanding the requirements of pre- production requirements for a digital media product. Students will be marked and assessed against the P,M,D criteria</p> <p>Unit 1: Media Representations External Exam Preparation</p> <p>A02: Apply knowledge and understanding of media concepts, semiotics, theories and formal techniques to constructed representations</p>	<p>Semiotics analysis for beginners! How to read signs in film Roland Barthes Media Theory</p> <p>Pre-Production, Production and Post-Production Defined - Digital Brew</p>
Half Term 3 (Jan-Feb)	<p>Unit 4: Pre-Production Portfolio</p> <p>Assignment 2: The pre-production process, Students will carry out pre-production for a digital media product and produce a pre-production portfolio for a creative media production. This will be reviewed pre-production of a digital media product summative feedback given once the unit is completed. Students will be marked and assessed against the P,M,D criteria</p> <p>Unit 1: Media Representations External Exam Preparation A03 Analyse media texts to deconstruct representations and decode messages and evaluate their effectiveness and impact</p>	<p>24 Creative Social Media Campaign Examples to Boost Your Inspiration</p> <p>Stuart Hall Reception Theory Encoding & Decoding - BTEC Creative Media Unit 1 Media Exam</p>
Half Term 4 (Feb-Mar)	<p>Unit 4: Pre-Production Portfolio</p> <p>Assignment 2: The pre-production process, Students will carry out pre-production for a digital media product and produce a pre-production portfolio for a creative media</p>	<p>Unit 6 Assignment 1 Submission JN (Switch Media Campaign) ALL The Media Theorists EXPLAINED! BTEC Creative Media Unit 1</p>

Course Induction Booklet BTEC Media - 1 A level

	<p>production. This will be reviewed pre-production of a digital media product summative feedback given once the unit is completed. Students will be marked and assessed against the P,M,D criteria</p> <p>Unit 1: Media Representations External Exam Preparation A04 Make connections between polysemic messages underpinning media representations and their related values and effects on wider society</p>	<p>Media Representations Exam Theory Representation - GCSE Media Studies Revision - BBC Bitesize</p>
<p>Half Term 5 (Apr-May)</p>	<p>Intro to Short Films - Unit 10 Camera Workshop – Research and Ideas Explore different short films, identify genres and target audiences, and generate ideas for an original film concept.</p> <p>Workshop 2 – Pre-Production Create planning documents including a script, storyboard, shot list, and production schedule to prepare for filming.</p> <p>Unit 1: Media Representations students will sit the exam online for 2hrs (externally assessed) A01-A04 Criteria</p>	<p>https://www.youtube.com/watch?v=z2T-Rh838GA This Girl Can - what about you?</p> <p> Laura Mulvey Male ...</p>
<p>Half Term 6 (Jun-Jul)</p>	<p>Unit 10: Film Production Assignment 1: Film Production (Fiction)</p> <p>Workshop 1 – Camera Basics Learn how to set up and operate a camera, including focus, exposure, white balance, and recording settings.</p> <p>Workshop 2 – Camera Shots and Angles Explore different shot types and camera angles to understand how they affect storytelling and audience engagement.</p> <p>Workshop 3 – Camera Movement Practise camera movements such as panning, tilting, tracking, handheld, and tripod shots to create dynamic footage.</p> <p>Workshop 4 – Practical Camera Skills Use a range of camera techniques to film a short scene, then review and evaluate the footage to identify strengths and improvements</p>	<p>Print Magazines vs Digital Magazines Publishing</p>

<p>Examples of Home Learning Tasks</p>	<p>Watch: How to edit using Imovie,Lightworks or Premiere Pro Watch: Youtube Live Revision Guides placed in G classroom Read: Teacher Revision PPT and create Revision Guides for exam To Do: Practice past papers</p>
<p>Assessment Tasks, Methods & Frequency</p>	<ul style="list-style-type: none"> ● Coursework submissions -Every half term all ONLINE using Online submission ● Booklets with CW Briefs and checklists alongside student help guide PPTs are given to students to use in and outside of the classroom. ● Full mock papers are done in class and marked ● Feedback given to students on how to improve using DEPT online marking policy. ● Knowledge organisers and PLCs given to students
<p>Equipment that Students Need</p>	<p>Headphones Data on Mobile and Storage for filming Photography for magazine unit (Not essential but good to have their own camera) Students will need access to a computer to complete their tasks and CW Students should have their own Media notebook for CW notes and revision notes.</p>

	A booklet and assessment guidance will be provided for each unit online access
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Parent / Carers can help their child by:	Checking their Theory notes online and Google Classroom submissions weekly.
Useful Websites	https://www.citethisforme.com/citation-generator/harvard https://www.grammarly.com/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • Film Focus Workshops • Sky Skills Studios • The Museum of Brands, Packaging & Advertising • Harry Potter Studios and Workshops • BFI trip

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 12 Media	Mrs Belgrave

Holy Family Catholic School

Curriculum Overview Year 13 – Creative Media Production (BTEC) Edexcel



	Curriculum Content	Suggested Reading or Extension Activities
Half Term 1 (Sept-Oct)	<p>Unit 10: Film Production Introduction to the assignment</p> <p>In this unit, students will explore how short films are planned, created, and evaluated. They will watch and analyse examples of short films to understand storytelling, camera techniques, editing, and sound. Students will then develop their own ideas, plan a production using industry-style documents, and work collaboratively to film and edit a short movie. The unit encourages creativity, communication, problem-solving, and technical media skills while giving students experience of the complete filmmaking process.</p> <p>Watch – Analyse – Plan – Create</p> <ul style="list-style-type: none"> • Watch: View a short film to understand its story and style. • Analyse: Identify camera shots, editing, and sound techniques used. • Plan: Discuss ideas and create a simple concept for a short film. • Create: Produce a short scene using the techniques learned. 	<p>https://www.youtube.com/watch?v=iyo_m_TdYj8</p> <p>8 Steps to Edit a Video in Premiere Pro (Start to Finish)</p> <p>https://www.youtube.com/watch?v=YzOCzZ3FfeA</p> <p>https://www.indieshortsmag.com/articles/2025/08/what-makes-a-short-film-memorable-notes-from-a-first-time-jury-member/</p>
Half Term 2 (Nov-Dec)	<p>Unit 10: Film Production Assignment 2: Narrative Film Production</p>	<p>Watch this and make notes Visual Storytelling 101</p>

	Students will produce material for a fictional film of a specified genre, research and planning techniques, scripts, storyboards and pitch their ideas to be commissioned.	
Half Term 3 (Jan-Feb)	<p>Unit 10: Film Production Assignment 2: Narrative Film Production Students will film and produce an opening to a new thriller film. They will apply post-production techniques to a fictional film utilising codes and conventions of a specified genre. This will be assessed via P, M, D criteria, this is a summative unit that will be sent off to be moderated.</p> <p>Unit 1: Media Representations External Exam RESIT Students will have the opportunity to resit this exam to get a higher grade</p>	<p>Write a review on this AS Level Media Studies - Thriller Openhttps://www.youtube.com/watch?v=hBWRfYvju2oing Sequence: Exemption</p> <p>A-Level Media - Humans Title Sequence Analysis</p>
Half Term 4 (Feb-Mar)	<p>Unit 8: Responding to a Commission External Exam Part A and Part B The unit sets a task and invites you to plan a response using one of five different media – a promotional video, a website, an audio podcast, a leaflet or a digital game. Both the preparation and assessment periods must be scheduled over 2 weeks time. The key purpose of this assessment is to assess a learner’s ability to respond to a commission through pre-production materials. This is a single part task. Learners will be given the opportunity to carry out independent research ahead of 2-hours of monitored preparation followed by a 6-hours of supervised assessment session. During the independent research period, learners should be encouraged to carry out activities such as:</p> <ul style="list-style-type: none"> ● identifying appropriate research sources ● carrying out primary and secondary research into the target audience and similar products 	<p>https://www.youtube.com/shorts/Ni-94kYaRul</p> <p>https://pt.slideshare.net/colesmedia/additional-sampleassessmentmaterialunit8parta</p>
Half Term 5 (Apr-May)	<p>Unit 8: Responding to a Commission External Exam Part B There are four activities within the set task. All of the activities will be completed under 6 hours of supervision. Activity 1: Produce a rationale – 1 hour approximately Activity 2: Produce a pitch of the idea – 1 hour approximately Activity 3: Produce a proposal – 2 hours approximately Activity 4: Produce a treatment – 2 hours approximately Assessment focus is Band 1- 4 and is externally marked</p>	<p>Responding to a commission Prep</p> <p> Unit 8: Responding to a Comm...</p>
Half Term 6 (Jun-Jul)	<p>Unit 10: Film Production Assignment 2: Narrative Film Production Students will film and produce an opening to a new thriller film. They will apply post-production techniques to a fictional film utilising codes and conventions of a specified genre. This will be assessed via P, M, D criteria, this is a summative unit that will be sent off to be moderated.</p>	<p>https://youtu.be/uspc9cXR2Oo?si=9CCE66SoZrHF_Kw</p> <p> Unit 10- Film Production Year 13 ...</p>

Examples of Home Learning Tasks	<p>Watch: Netflix or Amazon Prime a variety of thrillers films</p> <p>Watch: Variety of opening to films and analysing the codes and conventions</p> <p>To do: Practice Past Set Briefs and mock practice techniques</p> <p>Watch: Youtube Live Revision Guides</p> <p>Read: Teacher Revision PPTs and create Revision Guides for exam</p>
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Course Induction Booklet BTEC Media - 1 A level

Assessment Tasks, Methods & Frequency	<ul style="list-style-type: none"> • Coursework submissions -Every half term all ONLINE using G-classroom • Booklets with CW Briefs and checklists alongside student help guide PPTs are given to students to use in and outside of the classroom. • Full mock papers are done in class and marked Jan onwards set brief given • Feedback given to students on how to improve using DEPT online marking policy. • Knowledge organisers and PLCs given to students
Equipment that Students Need	<p>Headphones Data on Mobile and Storage for filming Photography for magazine unit (Not essential but good to have their own camera) Students will need access to a computer to complete their tasks and CW Students should have their own Media notebook for CW notes and revision notes. A booklet and assessment guidance will be provided for each unit online access</p>

Parent / Carers can help their child by:	Checking their CW and Google Classroom submissions weekly.
Useful Websites	https://www.citethisforme.com/citation-generator/harvard https://www.grammarly.com/
Extra-Curricular Activities & Career Opportunities	<ul style="list-style-type: none"> • IMAX Movie Trip • E17 film Festival • The Museum of Brands, Packaging & Advertising

Who Can I Contact?	Head of Media & Film Studies	Mrs Farrugia
	Teachers of Year 13 Media	Mrs Belgrave

Example of Exam Paper Unit 1 - MEDIA REPRESENTATIONS

This is an online exam (2hrs) where you will watch clips and discuss topics related to the clips in the exam paper.

Please check the examination details below before entering your candidate information

Candidate surname	Other names
Centre Number	Learner Registration Number

Pearson BTEC Level 3 Nationals
Wednesday 19 January 2022 – Monday 24 January 2022

Supervised hours 2 hours Paper reference **31668H**

Creative Digital Media Production
UNIT 1: Media Representations

You will need headphones.
You will need access to the resource materials.

Total Marks

Before you begin

- Fill in the boxes at the top of this page with your name, centre number and learner registration number.
- Save this PDF as your learner registration number and surname e.g.J69348Smith

Introduction

This document contains the answer booklet for this unit as well as relevant clips and images relating to specific questions.

You have been given three clips:

- **Clip 1: A-ha – ‘Take on Me’**
- **Clip 2: Troye Sivan – ‘Youth’**
- **Clip 3: Queen – ‘I Want to Break Free’**

You should view the clip in full before answering the questions that relate to it.

1 Explain **one** way that continuity editing has been used in Clip 1 to create meaning for the audience.

Type your answer in the box.

(Total for Question 1 = 2 marks)

2 Explain **two** ways camerawork has been used in Clip 1 to create meaning for the audience.

Type your answers in the boxes.

1

2

7 Analyse the representations of the characters used in Clip 3. You should reference each representation with relevant examples from the clip. (10)

Type your answer in the box.

8 Analyse how narrative structures are used to create meaning for the audience within any media text that you have studied. (10)

Type your answer in the box.

DO NOT WRITE IN THIS AREA

9 Explain what is meant by 'hybrid genre' using **one** example from any media text that you have studied.

Type your answer in the box.

(Total for Question 9 = 2 marks)

New tab Imported From IE

10 Gender and sexuality can be represented in diverse ways in the media.

Analyse how gender and/or sexuality are represented using the clips provided and/or any media texts that you have studied.

(10)

Type your answer in the box.

11 There are debates about whether the media can have an impact on individuals, groups and society.

Discuss whether the media can cause changes in the behaviour or attitudes of the audience.

(10)

Type your answer in the box.

12 Evaluate how media producers use or subvert stereotypes, using the clips provided and/or any media texts that you have studied.

(20)

Type your answer in the box.

Unit 1

Exam questions

Students should practice this

1. Analyse why media producers make use of stereotypical characters. Use any of the clips provided and/or media texts that you have studied as examples. [Legally Blonde \(7/11\) Movie CLIP - Impressing Professor Callahan \(2001\) HD](#)

(10 marks)

Type your answer in the box.

Discuss how the uses and gratifications theory relates to individual choices in media consumption.

[Media Studies - Uses & Gratifications Theory - Simple Guide](#)

Use any of the clips provided and/or media texts that you have studied as examples.(10 marks) Type your answer in the box.

The film Black Panther was praised for containing positive representations of black culture. Evaluate how the media represents different races and cultures. Use any of the clips provided and/or any other media texts that you have studied. (20 marks) [Black Panther \(2018\) - "Deadly Duel" | Movie Clip HD](#)

Type your answer in the box. [MS. MARVEL Clip - Kamala Tests Her Superpowers! \(2022\)](#)

Example of Coursework

Unit 4 - Pre Production Assignment

What Is Pre-production? Pre-production comes early in the filmmaking process, after development and before production. It involves finalizing the script, hiring the actors and crew, finding locations, determining what equipment you'll need, and figuring out the budget.

Click to Edit Title	Click to Edit Title	Click to Edit Title
Click to Edit Description	Click to Edit Description	Click to Edit Description
Click to Edit Title	Click to Edit Title	Click to Edit Title
Click to Edit Description	Click to Edit Description	Click to Edit Description

Create your own at [Storyboard That](#)

Example of Coursework -Unit 10 Making Short Films

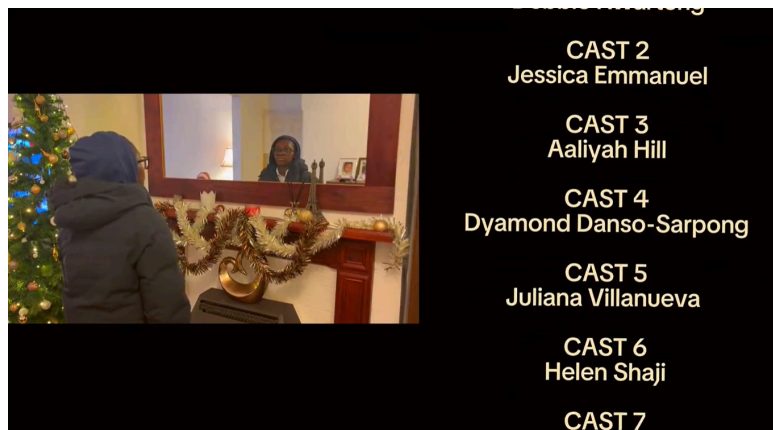
Simple Structure for a Coming-of-Age Short Film

Beginning: A young character faces a challenge or fear.

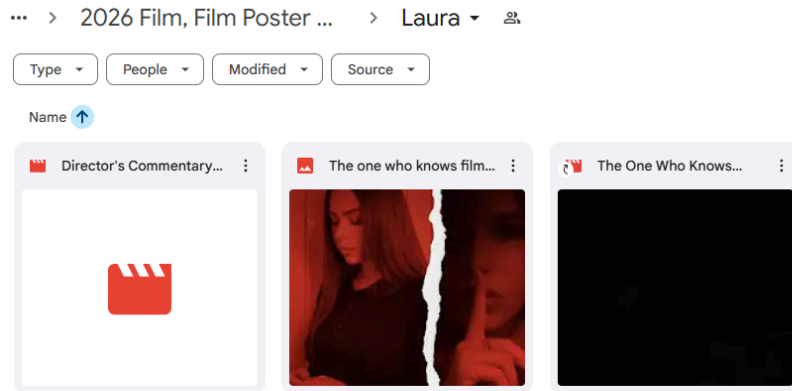
Middle: They struggle, make mistakes, or learn something important.

End: They overcome the challenge and show personal growth.

This structure works well for coursework and short films because it clearly demonstrates character development, which is the key feature of the coming-of-age genre.



Example of Students work - Making a Short Film



Now it is your turn....

Unit 10: Short Films

 **Theme: *Tell a Story in Just a Few Minutes!***

Task 1 – What Makes a Great Short Film?

Circle the **5 words** you think are most important in a short film.

- Character
- Action
- Music
- Conflict
- Emotion
- Special Effects
- Message
- Dialogue
- Setting
- Surprise Ending

Explain your choice:

Task 2 – Become the Director

Look at this situation:

A student finds an old camera that shows one photo from the future every morning.

Complete the table.

Question	Your Answer
Film Title	
Genre	
Main Character	
Biggest Problem	
Ending	

Bonus:

Write a tagline for your film.

"-----"

Task 3 – Review a Film That Doesn't Exist!

Pretend you watched your short film.

★★★★★

I give it: ★★★★★

Complete the review:

My favourite scene was.....

The message of the film is.....

I would recommend this film because...

Assessment

How do I get marked?

Assessment is continuous in the BTEC...this means you get marked all the time!

Each assignment has an assessment and a set of criteria. The criteria are separated into pass, merit and distinction.

- Pass is the equivalent to a 'C' at A-Level
- Merit is the equivalent to a 'B' at A-Level
- Distinction is the equivalent to an 'A' at A-Level

For each assignment you will get a pass, merit or distinction

You **MUST** achieve the same grade in each criteria of a unit to be awarded that grade overall, eg. If you achieve a merit in 3 criteria out of 4 but a pass in 1, you would only receive a pass overall.

COURSEWORK AND WRITTEN ASSESSMENTS

- Please note that much of the written evidence you complete will be done on google docs and shared with your teacher.
- You will have a Google Classroom where unit booklets, assignment briefs and submission dates will all be detailed and you can upload links to your google doc booklet/blog/evidence record.
- It is imperative that you keep up with this work online as you go along, as your teacher will monitor and subsequently assess your progress this way

Holy Family Catholic School and Sixth



Form - Malpractice document

This document is taken directly from the Edexcel website and gives information on malpractice for learners.

Attention all BTEC Students

BTEC Malpractice Guidance for Students

Attention All BTEC Students

To ensure that all assessments are fair, honest, and meet Pearson Edexcel regulations, you must not engage in any form of malpractice.

Malpractice includes, but is not limited to:

- Plagiarism – copying someone else's work and presenting it as your own.
- AI-generated plagiarism – submitting work created wholly or partly by artificial intelligence (such as ChatGPT or other AI tools) as your own without your teacher's permission or without acknowledging its use.
- Using AI to complete assignments dishonestly – asking AI tools to write essays, reports, evaluations, or assessment answers and submitting them as your own work.
- Collusion – working with another learner to produce work that is submitted as individual work.
- Impersonation – pretending to be another learner or allowing someone else to complete work on your behalf.
- Fabrication – making up evidence or results, such as inventing survey responses, interviews, or research findings.
- Failing to follow assessor instructions regarding assessment conditions or permitted resources.
- Misusing assessment or examination materials in an unauthorised way.

- Using unauthorised materials or devices during an assessment.
- Obtaining, receiving, sharing, or exchanging assessment information that could give an unfair advantage.
- Behaving in a way that undermines the integrity of an assessment or the qualification process.
- Altering official results documents or certificates.
- Cheating in any form.

Use of Artificial Intelligence (AI)

AI tools can be useful for brainstorming ideas, checking grammar, or supporting learning, but they must not replace your own thinking and writing unless your teacher has explicitly authorised their use.

If you use AI to help with your work, you should:

- Follow your teacher's guidance on acceptable AI use.
- Be able to explain and demonstrate your understanding of everything you submit.
- Acknowledge the use of AI where required.

Submitting AI-generated work as if it were your own may be treated as plagiarism and malpractice.

Remember

All work you submit must be your own original work. If you use information, ideas, images, or text from books, websites, journals, or AI tools, you must acknowledge them appropriately where required.

Students found committing malpractice may face serious consequences, including:

- ★ Assessment penalties.
- ★ Disqualification from the assessment or qualification.
- ★ Disciplinary action by the school in line with Pearson Edexcel regulations.

This version explicitly addresses AI misuse, while also recognising that responsible AI use for learning support may be permitted when authorised by the teacher, reflecting current educational guidance.